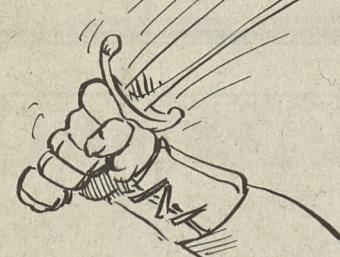


5-23-91

Inside Today:

Bookstore
Barbarians!

See page 2

FINALS
schedule
inside

See page 5

Programming
Perfect
Partners

See page 4

Thursday

May 23, 1991

VALLEY STAR

Van Nuys, California

Serving Valley College for 42 years

Vol. 42, No. 28

California cruisin' . . .



WHAT DROUGHT? — A young boy rides his bicycle through a man-made deluge as the sprinklers in front of the art building run full force.

At least nine hours after taking this picture, the photographer noticed the sprinklers continued to shower the pavement.

RICHARD MANTONYA / Valley Star

Vocational Education programs fall victim to budget crunch

By JENNIFER CASE
Assoc. News Editor

Both the Center for the Advancement of Business Labor Education (CABLE) and the Center For Assisted Instruction in Vocational Education (CAIVE) are in jeopardy because of a change in funding for vocational education programs in the state of California.

The passing of the Karl Perkins Act, which promotes occupational career training programs, has eliminated funds for CABLE and increased the possibility of CAIVE being defunded next semester.

CABLE, which was designed to meet the needs of local companies

by catering class curriculums to the companies' needs, will not be funded next semester, Pat Hodges, CABLE director said.

CABLE also sponsors the annual Job Fair on campus.

Hodges also said that since she will no longer be employed as the program director, she will be given the opportunity to teach again if she wants to.

Hodges, 10-year faculty member and a former nursing instructor, said she stepped out of the classroom because she was interested in dealing with a broader range of vocational education programs.

Now that her position will no longer be funded, Hodges is unsure of what she will do when the pro-

gram is cut.

"I guess I understand," she said. "College programs are in existence, so they probably think they need to put more money into other badly needed programs on the high school level."

Other vocational education changes that will take effect after they are implemented may leave no more money to fund CAIVE, Mark Pracher, CAIVE instructor said.

Pracher said CAIVE, which assists students in learning basic computer skills, may fall victim to the new federal funding priorities.

"It's not clear if we'll be funded, and we're not sure when we'll know the answer either," Pracher said.

Clarke 1st in heptathlon

By ANNA VILLA
News Editor

5,352 points in the heptathlon narrowly missing the state record by 17 points.

The track team's brightest star lost some of her flare at the state championships last week when a strained hamstring took her out of the meet early—but not before she broke the state record in the 400m and took first place in the heptathlon.

Melanie Clarke, continued riding the winning streak that helped get the Monarchs fourth place in the state championships to polish off a remarkable season.

Clarke set a new state record for the 400m coming in at 54.4, according to Harvey, and compiled

"I really have no complaints; everyone came through, Melanie was recognized as the best in the state and we came in fourth overall—I really can't ask for anything more," Harvey said.

"We're getting closer and closer to the top and it's getting harder. The bad part is having to replace Melanie, we're going to need 20 people to replace her, but we have a lot of people coming back next year, it's just a matter of finding the right combination."

According to Harvey, Clarke is leaning toward signing with USC for next season and if she changes her mind, Arizona State is her next choice, "Mel is Mel and she will always be great," Harvey said.

EVENT CALENDAR

Today-May 23

11 a.m.—Campus concert, Frank Koonz, guitar, in Recital Hall.
8 p.m.—Cabaret, Gen. admission, \$7; seniors and students, \$5, Little Theater.

Friday-May 24

8 p.m.—Cabaret, Little Theater.

Saturday-May 25

8 p.m.—Cabaret, Little Theater.

Sunday-May 26

No events

Monday-May 27

Noon—Parent Interest club meeting, Ch Dev Ctr.
Noon—Pro Choice Energizers meeting, H 101.
1 p.m.—Valley Green meeting, CC 205.

Tuesday-May 28

Noon—Art Gallery meeting, Art Bldg., 102.
Noon—Bible Study meeting, H 105.
Noon—Medically-Oriented Students Assoc. meeting, LS 114.
1 p.m.—SSS in El Salvador meeting, CC 206.
6 p.m.—Valley Green meeting, CC 203.

Wednesday-May 29

Noon—Administration of Justice meeting, B 1.
Noon—Design Assoc. meeting, MS 110.
1 p.m.—MEChA meeting, FL 111.
1 p.m.—BSU meeting, FL 112.

Ferraro moves up;
Fenwick moves in

The two coaches shuffle positions in the men's athletic department

By ANNA VILLA
News Editor

After a brief shuffle of positions, a new athletic director has been named and the Monarch football team can look forward to a new season with a new coach.

Three weeks ago, LAVC's administration announced Chuck Ferrero, the head football coach, as the new athletic director to replace George Goff, who is retiring after 19 years as athletic director for LAVC.

Replacing Ferrero as head football coach will be Jim Fenwick, former head coach for the Brahmas at Pierce College.

Ferrero will begin his new position in June, when the current contracts for Goff and Diedra Stark, women's athletic director, run out and he will be responsible for both the men's and the women's programs next semester.

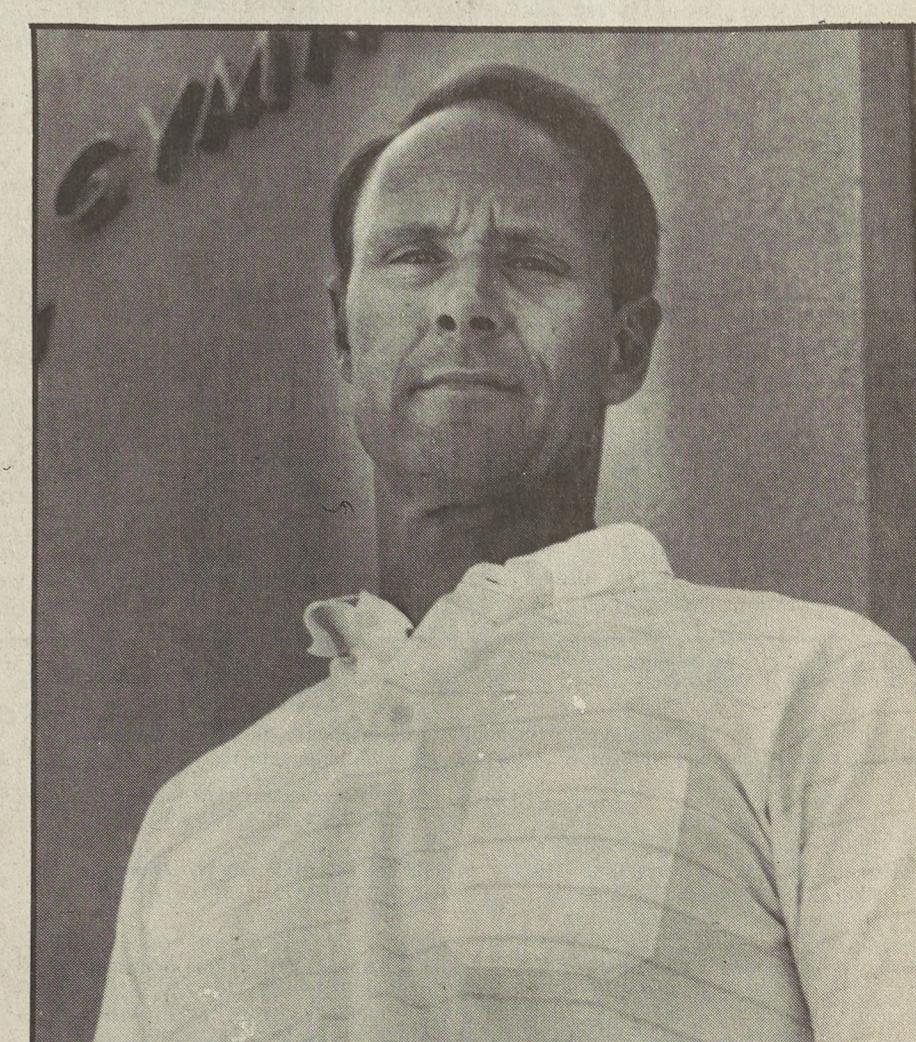
"I have a million ideas to make things better for the students and the coaches, but there is a lot to do," Ferrero said.

However, Ferrero also said he is looking forward to starting his new position, "I always enjoyed the administrative part of the job; to put it together and move the athletic program forward."

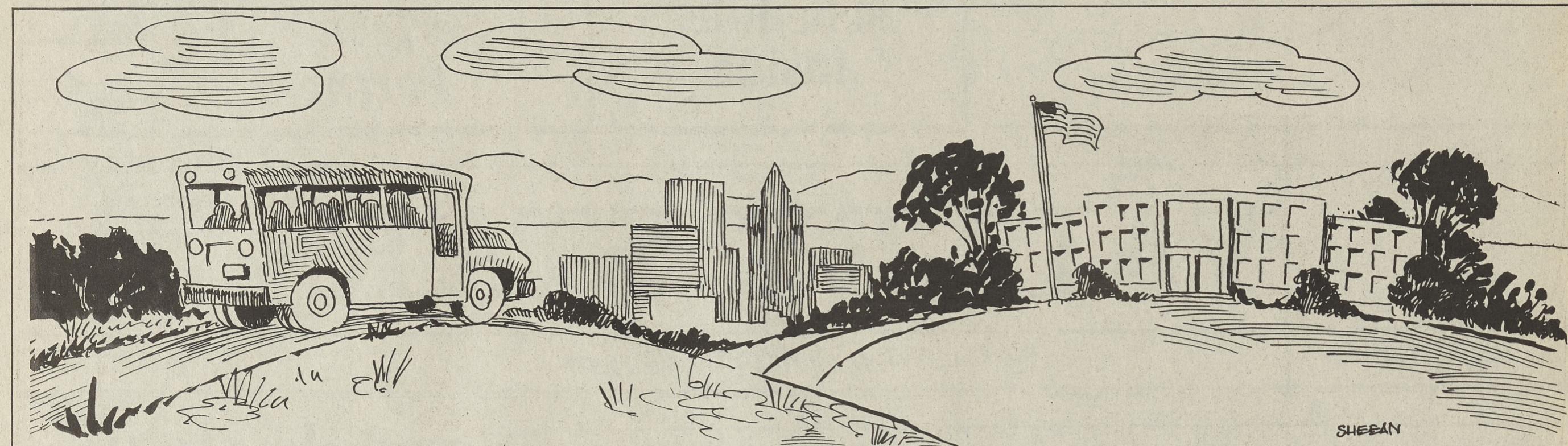
His plans include emphasizing academics for the athletes and making things easier for the coaches. However, Ferrero cannot say if things will get easier for the department money-wise since next semester's budget has not yet been allotted.

As for reinstating the women's softball team, which fell victim to budget cuts earlier this semester, Ferrero said he would like to see the reinstatement occur but right now things are "pretty much up in the air," until he knows what the budget will be like.

see COACHES, pg. 3



JOHN PHILLIPS / Valley Star
NEW HEAD HONCHO — Newly appointed athletic director, Chuck Ferrero.



Give us paperback education

By CLOVER PHALEN
Staff Writer

In an early part of the movie, *The Hunchback of Notre Dame*, there is a great scene where the king is viewing a printing press. The king (a good guy) is thrilled that now all people will be able to read books.

Before the printing press, books were so expensive that only the rich could purchase them.

A wealthy and powerful noble (the bad guy) was shocked. He wanted the printing press to be destroyed so that the poor could not become educated and hence dissatisfied with their lives. He felt that equal access to books and ideas was a real threat to the status quo.

Have you been to the bookstore lately? Did you discover that your

books cost significantly more than your classes? Have you ever avoided a class because you couldn't buy the books?

Have you ever sold back a book you wanted to keep, but couldn't afford to? Or have you resorted to borrowing a friend's copy on alternate weekends?

Perhaps there are bad guys at work again. Since they haven't been able to take the community colleges away from us (although study some of the budget cuts coming out of Sacramento and you might think they're trying) maybe they thought to work a new angle.

Expensive textbooks might just knock some of us out of the race, while students with larger budgets won't even be handicapped.

Perhaps there aren't any people, dressed all in black, snickering as they mark up the prices on books. Certainly, scholastic authors put a tremendous amount of time and research into their works. And other costs must also be passed on to the buyer. But there has to be a way to make books more affordable.

One suggestion, for us at LAVC, might be a book co-op. A place

where only books are sold. We have to be paying something extra to have a fully staffed bookstore where so many other trinkets are available.

If this isn't true, then why can we buy our books for less money by going to outside stores? Outside bookstores which, I might add, are open on weekends.

Another suggestion, which many professors already follow, is to assign paperbacks when possible. Some also avoid assigning the new edition of a book unless it really is new and improved.

Some books add a few pictures and a few pages of information and release a new edition. This, of course, forces us to spend more money for a new book.

I'm not sure what the source of the problem is. And I only have suggestions not solutions. But I know I'm with the king. Our ability to buy books and keep them for future study, can change our lives. Books can be the difference between coming out of college with a piece of paper, or an education.

Let's do what we can to ensure that the gains the printing press promised us, remain ours.

School apple needs worming

By JAE LEVINE WEISS
Staff Writer

Virtually every one of us has been affected by education budget cuts. Classes needed for transfer or graduation have been eliminated or overcrowded.

Supplies are not available. Scholarships and grants have been cut. Teachers are kept at part time status in order to avoid the cost of paying full time benefits.

Low income parents who had relied on affordable on-campus day care are faced with difficult choices as fees increase beyond already strained budgets.

The problems are not restricted to the college level. They start at the lowest levels and get worse in the higher grades as the damage compounds itself.

Against the protest of parents, year-round school programs have been implemented in order to stretch funds. Little children are being forced to spend their summer in class.

The interactions between my classmates and me also proved invaluable in my school career. This is what happens kids are thrown into an all-English environment...they learn!

Now, I am not some sadist who wants to see kids humiliated the way I was. I simply believe that English can be best learned by exposure, exposure and more exposure to it.

At present, after seven years in this country, I speak English fluently and have decent writing skills which serve as evidence that what I say is true.

Of course, I do think that bilingual counselors, who can be especially warm and attentive to the newcomers, should be available for them to see for special problems that arise.

We can all be very proud that people want to come to this country from all over the world. The school system must take the responsibility to educate the new immigrants so that they will have the skills to contribute their share, like the millions of immigrants before them have.

I commend those who dedicate their energy and I appreciate their efforts, but with the recent budget crises, perhaps now is a perfect time for reassessing our attitudes about bilingual education--a two-win situation doesn't happen often, but we may indeed kill two birds with one stone here.

You have demonstrated your fine precision in combat, your proud moral code to your soldiers, in limiting casualties and your concern to have the country continue their support until every soldier is home.

Will you help the Vietnam Veteran by making a statement of

overcrowded bungalows without air conditioning.

Elementary school teachers face classes filled with children whose language and cultural disorientation, or whose behavioral, emotional and learning deficits are not addressed, crippling those who have special needs.

The learning process, for children who might have prospered in a less chaotic environment, is severely impaired. Frustrated teachers, suffering from burn out, are either seeking more rewarding, better paying jobs in other fields, or they are simply doing as little work as they can get away with.

Good teachers are getting thanked with pink slips, not apples. School systems across this, the wealthiest country in the world, are handing high school diplomas to illiterate students.

Lack of access to a comprehensive education affects everyone, not merely those hampered individuals whose occupational and intellectual opportunities have been curtailed. Unemployed or underemployed, the money not spent to provide adequate education will be spent in dealing with the aftermath.

We are living in a society which is learning not to think, not to wonder, not to take action or to activate change. Without adequate education, the motivation to read, to debate, to challenge authority is destroyed.

People are not voting. They are either not able to get enough information to understand the issues, or they are not even able to read the ballot.

In a country where three-fourths of the wealth is held by one percent of the population, the balance of power is more uneven all the time.

Long after the cold war ended, we still spend far more tax dollars on defense than all other "programs" combined.

We're not only seeing the poor forced onto the streets through social program budget cuts, with the continuation of educational deprivation, we're seeing people become socially and economically handicapped and their opportunities for financial self-sufficiency eliminated.

We're seeing a greater percent of the population forced to become tax burdens instead of taxpayers and society pays.

It is an outrage that a college paper should have the problem of being able to publish through the end of the semester. It is an outrage that classes we need to take won't be available in the fall. It is an outrage that an entire generation is growing up undereducated and permanently deprived of careers, stability, ideas, futures.

Only action can change the course we're on. We can't afford to wait for the next class to be cut, for the next commercial break, for somebody else to do it. We have to start right now.

It will take creativity. It will take commitment. We have to knock on doors, write congressmen, become politically active and get others motivated. We must work toward salvaging the public educational system if we as a nation hope to survive.

ABC's of speaking English only in class

By CHIN TANG
Special to the Star

Immigrants come to this country every day for new opportunities and the freedom it offers. They put their kids in the school system, often hoping that their kids will get a better chance in life than they did.

As a result, the school system fills up with these new students who encounter a language barrier. Many educators believe in bilingual education to deal with the problem.

However, although bilingual education makes it easier for new immigrants and although those who advocate it, do, out of empathy and a desire to communicate their neighborliness to the newcomers, as a person who learned English as a second language, I say the best way to learn it is to dive in head first.

The new students experience much stress being in a new environment and teachers can make them more at ease by teaching them in their native tongue.

The thinking behind such bilingual instruction is that it allows the kids to keep up in the non-

English subjects (math, chemistry, physics etc.) while they learn English in classes specifically designated for English--often one or two periods of it daily.

This system sounds very reasonable. However, it works painfully slowly. There is nothing more important in learning a language than plain exposure to it.

We can provide this exposure by putting students in classes taught exclusively in English. Such exposure also goes beyond mere teacher-student contact; more important is student-student contact.

Those who believe in putting bilingual education in our public schools genuinely want to help. Frankly, I admire those people very much because their compassion for people does not diminish for people of different races, colors, or religions.

What they advocate shows their desire to reach out to those immigrants and let them know that people do care.

Nevertheless, from the standpoint of learning English, bilingual education does not serve the new students' best interest because they can easily grow dependent on it.

Bilingual education, therefore, cost us in more than one way.

Besides its obvious monetary expense, it compromises the students' educational experience. This is why I think bilingual education, regardless of how it may seem a necessity, actually does a disservice to all parties involved.

As an immigrant to this country, I want to share my experience learning English. I learned English in a straight, all-English curriculum.

Sure, I was scared at the thought of not being able to communicate with the people around me. And I remember how everyone stared at me as my sponsor to the new school led me to my, then, seventh grade class.

The thinking behind such bilingual instruction is that it allows the kids to keep up in the non-

The first few weeks, I tried to be as discreet as possible, but in my science class, when we had to team up for lab partners, no one chose me since I spoke differently. It was one of the most humiliating moments of my life.

Those first few months were hell, but thinking back, I'm amazed at how fast a kid can adapt when he or she has no other choice. After about three months I knew enough to follow, little by little, what went on in class.

The interactions between my classmates and me also proved invaluable in my school career. This is what happens kids are thrown into an all-English environment...they learn!

Now, I am not some sadist who wants to see kids humiliated the way I was. I simply believe that English can be best learned by exposure, exposure and more exposure to it.

At present, after seven years in this country, I speak English fluently and have decent writing skills which serve as evidence that what I say is true.

Of course, I do think that bilingual counselors, who can be especially warm and attentive to the newcomers, should be available for them to see for special problems that arise.

We can all be very proud that people want to come to this country from all over the world. The school system must take the responsibility to educate the new immigrants so that they will have the skills to contribute their share, like the millions of immigrants before them have.

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Letter to the Editor

To The Editor:

The following is an open letter to General Schwarzkopf.

Dear General Schwarzkopf:

Eighteen months after I wrote to every member of congress, V.P. Quayle, and President Bush; I still wonder why nobody will squarely face the Vietnam Veteran issues, have they forgotten about us?

Your homecoming brings a slow tear, a chill of pride and scrapping of an open wound for the Vietnam Veterans.

We all have our own pain of memories, traumas, fears, feelings of isolation, and difficulty of where to fit into the society that we risked our lives for and who have rejected us over twenty years.

You have demonstrated your fine precision in combat, your proud moral code to your soldiers, in limiting casualties and your concern to have the country continue their support until every soldier is home.

Will you help the Vietnam Veteran by making a statement of

how our war was fought and share the real emotional hardships we encountered then and the ones we still face today?

You were there and know of the phony body counts, the women and children who were killed, the mystical R.V.N. role and of course the politics of the war that handcuffed our hands.

We could have easily won that war if we had the leadership that exist today. There are a lot of fine people out there in pain who don't know how to cry, but are well trained in stuffing and avoiding feelings.

Suicide rates for Vietnam Veterans are historical, outreach programs are growing, V.A. treatment to Vietnam Veterans are inhuman and Agent Orange has yet to be fully understood.

Most of us are in our 40's now and we need to try and find peace with this shame that plagues us after 20 years.

We don't need token parades after 20 years, negative connotations by the news media, or any more lies. We need honesty from our government and a person who is highly respected like yourself to tell the public what our war was like.

Name Withheld
LAVC Student

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★ LETTERS ★ LETTERS ★ LETTERS ★ LETTERS ★ LETTERS ★

The Valley Star is happy to receive and, if possible, publish letters from its readers.

The Star reserves the right to condense all letters for space considerations. Submitted letters should be limited to 350 words. Letters are subject to editing if



they are obscene, libelous, or make racial, ethnic or religious denigrations.

Letters should be signed and, if applicable, include student's major and ID number. Letters may be presented to the Valley Star office, Bungalow 25, by Monday for the following Thursday.

Entertainment

A perfect match—sort of



CHEERS — A toast to computer dating, Jeff plays along with the idea that he is Allison's (Nora Piibe) computer date for the evening.

By SAMANTHA RAPHAEL
Staff Writer

Computer dating in the '90s may be more effective than one might suppose. Jeff (Thomas P. Liles) and Allison (Nora Piibe) led the audience to explore the beginning of a romantic relationship, of what was thought to be a computer date.

A Perfect Match played in LAVC's theater department last weekend. This romantic comedy begins as Allison is nervously waiting for her first computer date to arrive. She is expecting Ken, a psychologist.

Allison represents the many single people in a big city, as many may have had similar experiences.

Her mother and friends call in hope of being prefaced about her date. Her date, or whom she thinks is her date, arrives right on time.

The two assume different preceptions of why they are together. Ken,

who is actually Jeff, is there to fix her cable TV, in formal attire.

He is wearing it to a party he had planned on attending after fixing her TV. This has led Allison to assume that he is Ken, her computer date.

Jeff realizes that Allison thinks he is someone else. He is disappointed and finds it extremely difficult to tell her the truth. Now everyone in the theater knows something she doesn't.

Jeff's attempts to tell her the truth throws himself farther and farther down the proverbial staircase. Now she tells him she hates liars! The words "Help I've fallen and can't get up!" may have been echoing through Jeff's head as he comedically tries to find some way back on to his feet.

Jeff soon discovers the truth is not easy to regain once he has lied. Allison thinks he tells her that he's not her date just to earn her approval and she tries to use psychology on whom she thinks is a psychologist.

Finally, Allison believes Jeff when he fixes her TV and she is extremely embarrassed about it.

Though he doesn't fully meet her "requirements", he is incredibly char-

ming and they decide to go out together anyway.

Wait...what about Ken? The phone did ring a few times during the scene, so Allison checks her messages and indeed in was Ken. He was held up at a service station due to car problems. Beep, another message, he's on his way but he's taking a woman who is also stranded there home and will be there soon.

Allison tells Jeff she had better wait till Ken arrives and that she will meet him at a local restaurant. Jeff is disappointed. But what's that...? The phone again, beep, yup, you guessed it, Ken says he has decided he wants to be with the woman at the station. "You know how it is," he says. A grinning Jeff and Allison exit.

A Perfect Match by Joan Foster, though simplistic, is a charmingly romantic comedy. The performers personalities shined through their characters and gave their acting a natural effect.

Stage movement, though partially contrived, gave dimension to the scene, such as the up-stage center dancing. *A Perfect Match*, perhaps is a euphemism for comprise.

Cabaret opens



ILL REPUTE — Sally Bowles (Andrea Maybaum, center) with the Kit Kat Club dancers in LAVC's Theater Arts department production of Cabaret.

Valley Star
Thursday, May 23, 1991 4

Rosebud found once again

By MILES GRANDFIELD
Staff Writer

There is a TV commercial for a breakfast cereal currently being aired in prime time which depicts a succession of adults, (their faces obscured to conceal their identities).

They have come forward to admit that they eat and actually like certain sugar flakes which formerly have been advertised only during Saturday morning cartoon shows. The implication is that you don't have to feel guilty about being different.

It is in that same spirit that I hereby announce the formation of a support group for movie-goers who have come to feel intellectually inadequate because they do not think that *Citizen Kane* is the best movie ever made. The Anonymous Majority of Unconvinced Citizen Kanewatchers (AMUCK) will provide solace to those who have ever questioned the opinions of the cinema know-it-alls who invariably put *Kane* at the top of the heap.

This year marks the fiftieth anniversary of the original release of *Citizen Kane*, and a newly-restored version is being screened in theaters

around the country. The film is a fictional story based loosely on the life of newspaper magnate William Randolph Hearst, and consists of a series of vignettes introduced by people who had been close to the central character, Charles Foster Kane, during his lifetime.

Even before the movie went into production there was a flurry of publicity and public interest that was unprecedented. Its 25-year-old director and lead actor, Orson Welles, was put under contract by RKO, which decided to capitalize on Welles' splashy reputation in radio and the theater, as well as his status as a newcomer, to focus attention on their young prospect.

Whereas fledgling directors were usually assigned small projects with low budgets for production and promotion until they had proven their ability, Welles was given free rein to utilize the best talent and the latest technical wizardry available.

The studio recognized his flair for being noticed and it paid off. "Being noticed" became the director's chief filmmaking technique.

The movie is in your face from beginning to end in every respect but one...substance. There is one word

that I think best describes this so-called best film of all time...dull dull dull. Sorry, I couldn't stop myself.

Citizen Kane was not a box office smash, (you can't bambooze an AMUCKer), but it was hailed by the critics as a great innovator of camera work, acting technique, the use of first-person narration to reveal the story, lavish set decoration, and stylization of the characters.

And indeed these things almost scream out, "look at me, look at me." Well, they are nice to have in a movie alright, but I demand more for my entertainment dollar. Like a plot. Or a smidgen of reality.

The enormous extravagance of the film seems to be wasted on its only point. Some boring rich guy wants his sled back. Where is the sex? Where is the violence? I am kidding, of course, but in my view this monumental balloon, whose decorations made it soar in its day, has lost some air to today's standards.

So. Is *Citizen Kane* worth seeing? With the new confidence that I have gained as a member of AMUCK I can now come out and say, yes. Is it the greatest movie ever made? Wait a second until I get this bag over my head and I'll tell you.

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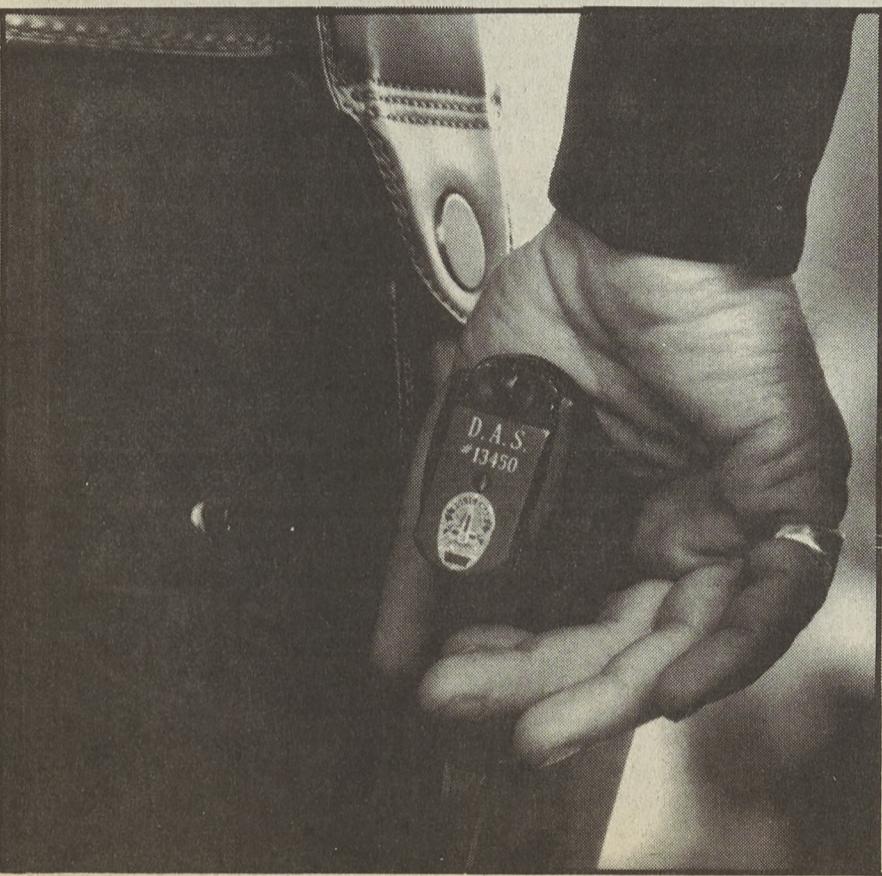
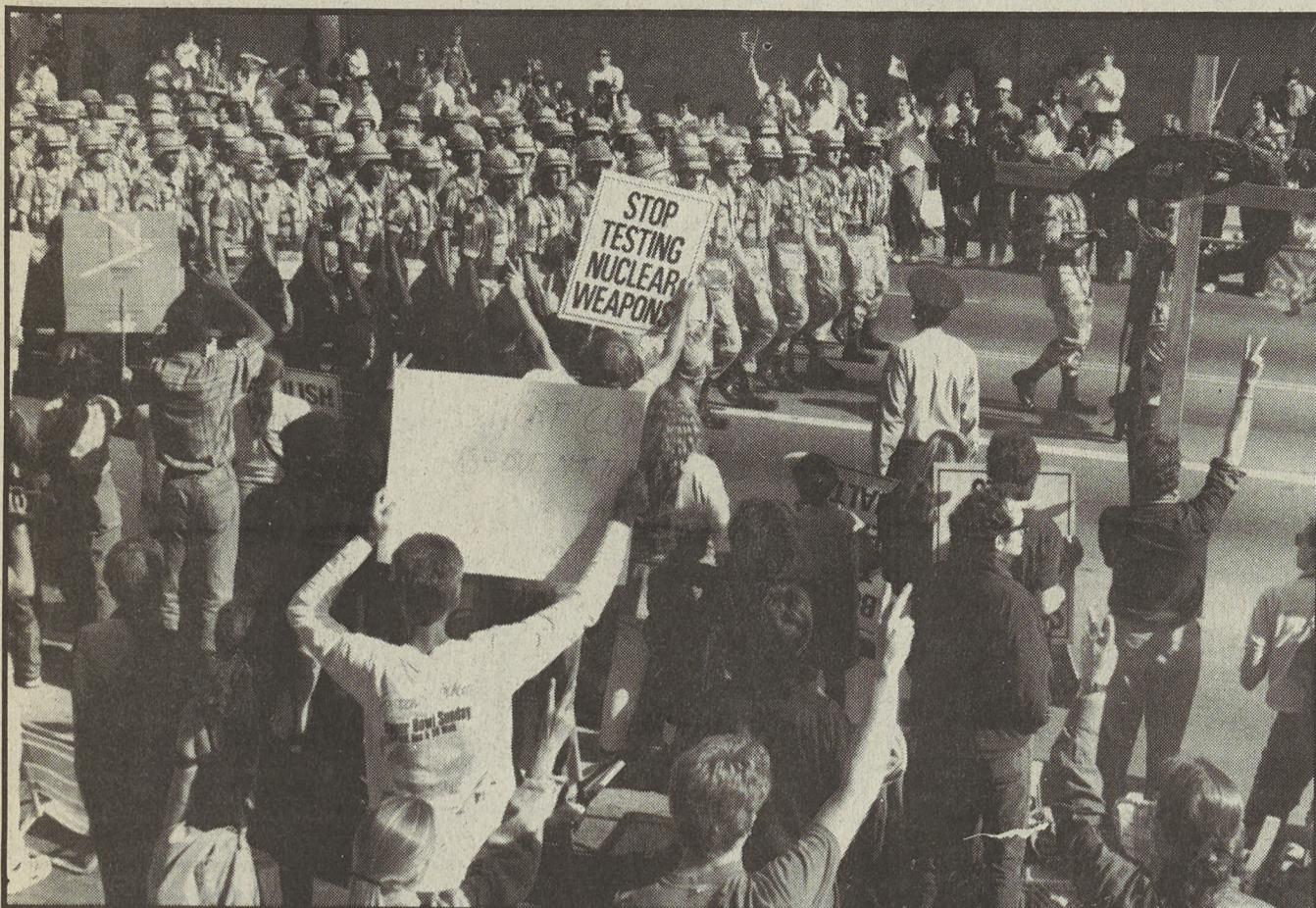
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Protest!

Half a million people lined Sunset and Hollywood Boulevards last weekend, cheering military personnel during the Hollywood Armed Forces Day Parade, celebrating Operation Desert Storm.

Veterans from past wars joined in the military procession which included a fly-over by F-16s as well as vintage aircraft and an arsenal of modern weaponry, some of it used in the Gulf War.

*Text and photos
by
Janos Jeszenszky*

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FINAL EXAM SCHEDULE SPRING SEMESTER 1991

Thursday, June 6, 1991 to Friday, June 14, 1991.

Except for classes of less-than-semester length, THE LAST DAY OF INSTRUCTION FOR ALL DAY AND EVENING CLASSES is Wednesday, June 5. Classes which meet only one day per week will have their final exam at the first regular class meeting after June 5.

Classes of less-than-semester length will have their final exams at the last class meeting.

All 4:00 p.m. and evening classes will have their final exams as follows:

Monday classes: June 10

Tuesday classes: June 11

Wednesday classes: June 12

Thursday classes: June 13

Final examinations MUST be held on the DAY AND TIME SCHEDULED in regularly assigned classrooms and should not exceed two hours in duration. The date of the final exam is determined by the first day and first hour a class meets.

To use the schedule below, locate the day and hour of your class on the grid. In case of problems or conflicts, see the instructor.

Final Exam Times	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8-10 am					JUNE 6 9 & 9:30 am T or Th	JUNE 7 9 & 9:30 M, W, or F
10:30 am 12:30 pm					11 & 11:30 am T or Th	12 & 12:30 pm M, W or F
1-3 pm					1 & 1:30 pm T or Th	3 & 3:30 pm M, W or F
Final Exam Times	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8-10 am	JUNE 10 8 & 8:30 am M, W or F	JUNE 11 8 & 8:30 am T or Th	JUNE 12	JUNE 13 7 & 7:30 am T or Th	JUNE 14 7 & 7:30 am M, W or F	
10:30 am 12:30 pm	11 & 11:30 am M, W or F	12 & 12:30 am T or Th	10 & 10:30 am M, W or F	10 & 10:30 pm T or Th		
1-3 pm	2 & 2:30 pm M, W or F	2 & 2:30 pm T or Th	1 & 1:30 pm M, W or F	3 & 3:30 pm T or Th		

Correction:

In last week's *Star*, Hesse Hernandez, ASU commissioner of public relations, was misidentified as Jessica Hernandez.

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Look, up in the sky . . .



ANTICIPATION — While waiting to go up, these skydivers watch the acrobatics of others coming down.



AGELESS — This man shows age is not a factor.

"You're sitting on the edge of the door. The wind is overwhelming. You check your jumpmaster. Ready... Set... Go!"

"You're falling towards earth at 120 miles per hour. A feeling of sheer terror goes up the back of your spine. As the ground gets closer you check your altimeter. 5,000 feet! You pull your ripcord, your main canopy opens, and you sail gently to earth," Jim's eyes opened wide and looked at me, "It was intense! You gotta try it." My curiosity peaked, I needed to

know more.

Soon, I found myself at Perris Valley Airport Skydiving School near Riverside.

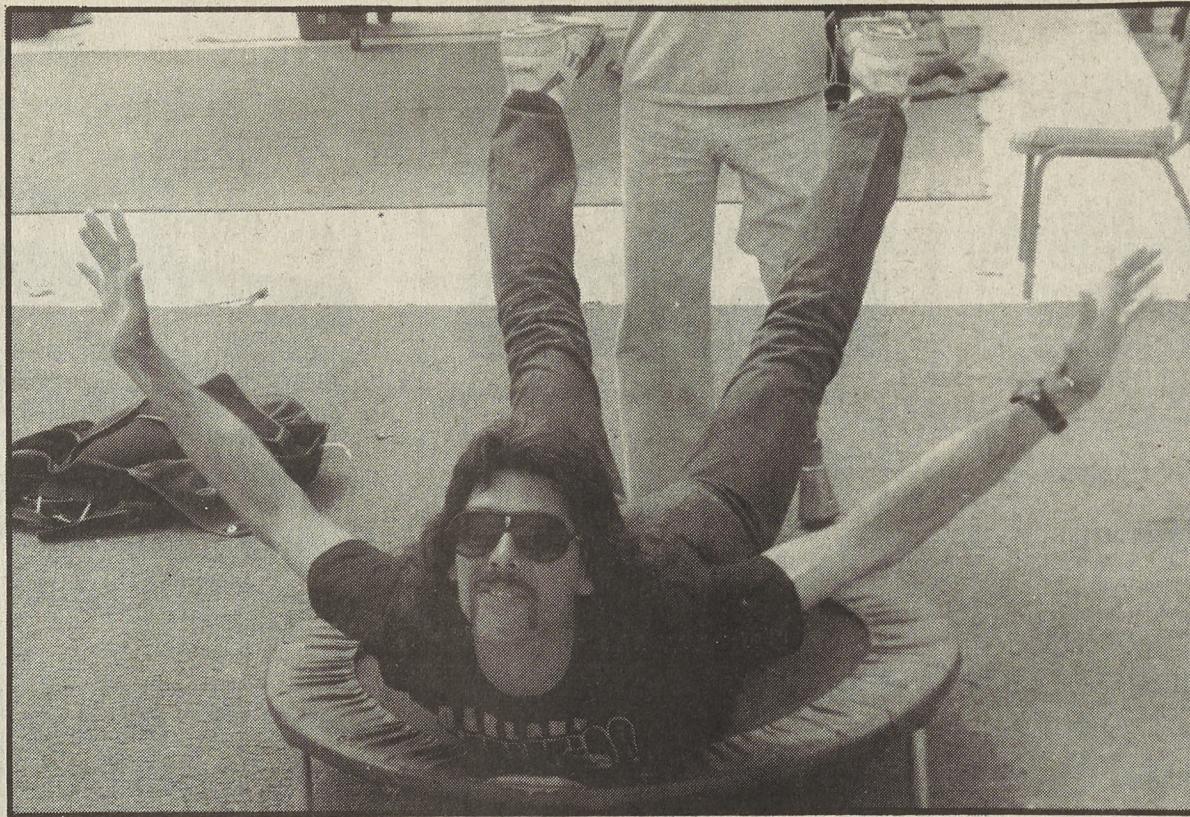
I was met by freshly baked cookies and Jeff and Sherrie Jones, the owners of the school. They told me about the program, and showed me the two classes I was going to follow through the day.

Wandering around the airport I discovered that skydiving is more than just a sport, it's a social event. There are barbecue pits and a

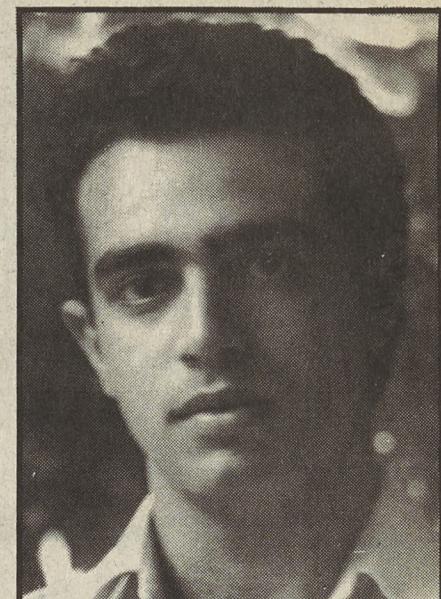
swimming pool to help pass the time between dives.

Although there is an 18 year minimum age requirement, it's not just for the young. While there, I saw fifty and sixty-year-old divers, and even heard of one man's mother who took up tandem diving at the age of eighty and reportedly loved it.

My day was full of fun and excitement and towards the end of it I found myself thinking that almost anyone could do this.



FORM — Roy Chastain practices his arch.



LOCAL DAREDEVIL — LAVC's Farbod McCubbin participates whenever time and money allow.

**Photos & text
by
David S. Kinel**



IMPORTANT DETAILS — Parachute is packed and almost ready to go.



BULL'S-EYE — Two divers hit mark after falling 12,500 feet.